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ABSTRACT

An analysis is made of the personal and educational experiences of the 1972, 1974, and 1976 graduates of two high schools, based on their responses to a survey form sent during the month of April, 1977. Data from parents and employers of these students, as well as from students who had left school before graduating, are also included. The population numbered 2,535 former students. A stratified sample was taken from the three classes with 150 students randomly selected from each class. The graduates' educational and employment activities, as well as selected attitudes toward the high school experience, are reported. Subjective and objective responses were elicited by questions aimed at uncovering pertinent data related to the following: educational and occupational activity; type of educational institution attending or attended; employment situation; usefulness of high school courses; person or persons most helpful in planning for the future; helpfulness of high school in those areas students perceived to be of value; suggestions, observations or changes related to high school training; personal data. The document might be useful to other school districts interested in doing similar followup. (Author)

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ED158193

FOLLOW-UP STUDY
WAPPINGERS CENTRAL SCHOOL DISTRICT
1972, 1974, 1976 GRADUATES

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High School
July, 1977

CG012776

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"She relives through five years in an instant, and behind her trail the great shadowy memories that are life's real substance and the spirit's strength."

<u>The Fortunate Pilgrim</u>

Mario Puzo

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I am, of course, grateful to those former students, parents and employers who took the time to complete and return the survey.

ABSTRACT

A follow-up study of high school graduates from the two high schools in the Wappingers Central School District, Wappingers Falls, NY, was conducted. A brief survey was also sent out to parents and employers of these graduates. An attempt was made to reach those students who had left school before graduating, and this information is included in the study.

An analysis is made of the personal and educational experiences of the graduates of 1972, 1974, and 1976, based on their responses to a survey form sent during the month of April, 1977. Previous to this, a pilot study was mailed and field tested in February, 1977, to a group of 28 former students.

Three classes from each of the two high schools in the district, separated by two years in time of graduation, are studied and analyzed. The sampling population for the study numbered 2535 former students. A stratified sample was taken from the three classes with 150 students randomly selected from each class. The graduates' educational and employment activities as well as selected attitudes toward the high school experience are reported. Subjective and objective responses were elicited by questions aimed at uncovering pertinent data related to the following: educational and occupational activity; type of educational institution attending or attended; employment situation; usefulness of high school courses; person or persons most helpful in planning for the future; helpfulness of high school in those areas students perceived to be of value; suggestions, observations or changes related to high school training, personal data.

Brief remarks clarify tables of data; tallies were compiled for the total sample and for each of the two high schools. There is no conclusion or summarization. Remarks and recommendations are made at the end of the study.

This study was conducted by a high school teacher in the district who was granted a sabbatical leave for this purpose.

INTRODUCTION

The practice of conducting a follow-up study is neither new nor innovative. However, the **system*** is new in the Wappingers Central School District, and every effort was made by this researcher to produce valid results.

Purpose and Objectives

There are many things that educational programs will be doing which will not be written down in terms of measurable objectives. Teachers are certainly free to go beyond stated objectives. However, what is being measured and the concepts that are being accounted for are usually and of necessity written down and are available for consideration. In determining what schools should be held accountable for, it is important that administrators consider factors related to what students encounter after terminating their educational experience with the high school. It appears vital, therefore, that the educational planners examine carefully the basic relationship of school programs to the needs of all individuals.[1] It is also important that they find the answer to questions that must be answered and these must be updated on a continuing basis. Some questions that must be answered are: How effectively is the high school preparing students to meet the challenges of the realities of work? How effectively is the high school preparing students to meet the challenges of the realities of post-secondary school? What factors influence the graduates to choose the occupational areas that they pursue and when are these decisions made? What should be recommended for program adjustments as implied in an analysis of data?

To answer these questions or not to answer them, will affect the quality of the decision-making process of the school planners. As the school becomes more open, and as the efforts between school and community become more closely tied together through cooperative efforts, the more necessary the answer to these questions become. Not only could administrative decisions be influenced about modifying courses, selection of personnel, updating of facilities and equipment, but decisions about modifying guidance procedures could emerge. If there is a time in secondary school when students most likely make decisions, and if certain influences causes these decisions, then administrators must be aware of these facts.[2]

In addition to the above statements, it is also recognized that:

1. Accurate student follow-up is now being required by many state governments.[3]

2. The utilization of the system will become more refined as experience is gained in operation.

3. The system can be flexible in nature, allowing the school the option of choosing its degree of implementation.

*See Recommendations p.50

Introduction --

4. The long-term success of the system is directly related to the extent to which it contributes to the improvement of the school programs.

5. The system can provide for accountability as measured by employer evaluations of the adequacy of established curriculums and the job performance level of graduates.

6. At the very least, a follow-up study will probably indicate areas requiring change of some sort, or addition of new programs, deletion of others or revision of existing programs.

Primary Objectives

1. To develop a process for administrative decision making related to changing or redirecting educational programs through collection and analysis of follow-up data from former students of the Wappingers Central School District.

2. To obtain meaningful information from former students of Wappingers Central Schools that would provide a basis for program alteration or, at least, lend impetus to considering such changes.

3. To determine which students are involved in post-secondary education and which students are involved in working.

4. To determine the type of occupation in which students are engaged.

5. To identify employers of the graduates.

6. To gain information regarding graduates' perception of their former educational programs and services.

7. To compile and design instruments which, with minor alterations, could be used as a format in conducting a student follow-up program.

METHODOLOGY

Information regarding the post-graduation history of the high school graduates was obtained via the mail survey. Previous studies and literature were researched and successful techniques were extracted from these studies. One of the disadvantages of using bulk mail, which is economical, is lack of knowledge about the number of graduates whose addresses have changed since graduation. This researcher decided to go for the additional expense of having "Return postage guaranteed" in order to decide how many pieces of mail were actually delivered and presumed received.

Survey Population

The survey consisted of 450 students who graduated from Roy C. Ketcham and John Jay high schools in 1972, 1974, 1976. The total survey is comprised of various segments: graduate, parent, employer, dropout.

Of the 450 graduate/parent surveys sent, 81 were returned by the post office. The remaining 369 were presumed to have been delivered and received. Completed graduate forms were returned by 103 respondents (a 28% rate of response); completed parent forms were returned by 70 parents (a 19% rate of response). A number of students are no longer residing at home, therefore, some graduate and parent forms were received separately. (See Table 1 for response rate for all segments.)

Procedure

A letter of explanation (cover letter), graduate survey form, parent survey form, and self-addressed stamped envelope, are mailed to 450 former students whose names and addresses were provided by the district business office (1974 and 1976); 1972 names and addresses had to be hand extracted from guidance records.

There presently is no comprehensive record of high school dropouts in the district, but a list of dropouts was provided for this study by a secretary in the guidance office who happened to keep copies of the "add and withdraw" lists from one of the high schools. Without this list it would have been difficult to identify those students who had dropped out of school. A recommendation relating to records maintenence of this group of students is made further on in the study.

Names of the employers were extracted from those surveys returned by the graduates and a short questionnaire was sent to 30 employers.

TABLE 1

RESPONSE RATE

Graduating Class	Total Mailed	Number Returned by Post Office	Number Presumed Received by Respondents	Number/Percent Responses Received
1972	150	30	120	27 / 22.5%
1974	150	30	120	29 / 24%
1976	150	21	129	47 / 36.5%
TOTALS	450	81	369	103 / 28%
Parents	450	81	369	70 / 19%
Employers	30	0	30	22 / 73%
Student Withdrawals	25	3	22	5 / 23%

DESIGN OF THE STUDY

Specific goals and objectives were established for the study; the design of the study would then follow as a logical extension of these goals and objectives. (Objectives included in Introduction)

Student group sessions

An administrator in each of the two high schools was asked to select a group of 15-20 students with varied backgrounds. These students were invited to meet with the teacher designing the study and the Assistant Superintendent of Instruction for the purpose of having a "rap" session. Information gained from these sessions provided a starting point for gaining insight into the concerns and interests of the students. This technique seemed quite effective and successful.

Review of literature

The first step was to see "what everyone else was doing." One of the main sources of information were the documents printed and reproduced by the educational research service (EPSIS). So many good ideas are available that the researcher should spend quite a bit of time directing his efforts toward seeking past activities and suggestions of others. Many ideas have been tested with various types of response gathering techniques; the questionnaire form being the method used most widely.

In comparing the cost effectiveness of various methods (interview, mail, telephone), the mail survey was found to be the best.

There have been a variety of studies related to some type of follow-up of students and a large number of these studies have been conducted on the community-junior college level. Some of the more comprehensive projects have been funded by various educational agencies. Information about follow-up studies conducted on the secondary level was limited. Research suggests several problems exist in dealing with follow-up studies. The study should be viewed as a component part of a larger system of studies--the evaluation of educational programs. Most research starts with persons in school and move forward. The basic weakness of most studies is the weak design and inadequate statistical treatment.[4]

Pilot Study

In order to test the instrument design, a pilot study was conducted. Three different survey designs were tested on a group of 10 students, (recent graduates, not necessarily from the Wappingers district). From this information a survey form was developed and sent to a sample of 28 Wappingers graduates, selected on the basis of their expected cooperation and range of educational experience. Of the 28 surveys mailed in February, a total of 20 (71%) was returned by the respondents. Telephone follow-ups were conducted to prod returns and seemed to contribute to this fairly high response rate.

Pilot changes and refinement

The following changes were indicated as a result of the findings:

I. "Maiden name" limits the range of respondents - changed to read "Former name".

Deleted following information; "school, year graduated, male/female. This information was available to researcher and was placed in code form in upper right-hand corner of survey form.

"High school major" was deleted; proved to be ambiguous.

"Divorced/widowed deleted; may be objectionable to respondent.

Current status question; too many choices here (12) - students sometimes chose more than one category on pilot which made data analysis confusing; refined this question to "major activity".

II.

1. Redesigned to take less space and gain same information.

4, 5, 6. Redesigned so that respondent had more room to answer and also included <u>all</u> students, not only college students.

III. Rephrased so that college students working part-time did not respond to this question as they did on the pilot; question was intended for students not in college.

Page 2

1. Deleted this question - incorporated in another part of survey.
2. Same as above

4. On the pilot 98% of the students answered yes to this question-topic was clarified and incorporated in another part of survey.

IV.

4. "Please rate the help your high school gave you...changed to, "Please rate ...<u>in those areas you consider to be of value</u>".

5. Deleted - wording ambiguous

Changes or additions made in response to comments from #5 & #6.

1. A guidance service item was added (Much interest in this area shown)
2. A career counseling item was added.
3. Items related to communication abilities were added.

Other changes:

1. "Confidential" printed on form.
2. "Study" replaced the work "Questionnaire".
3. Roman numerals omitted.

Instrument design

In the final design of the survey, the following techniques were observed:

1. Keep directions brief, clear, and distinct.
2. Attractively reproduced
3. Logical in question organization
4. Clear and unambiguous in wording - unbiased in phrasing
5. Mail during a holiday to contact as many college students as possible.[5]
6. Use numbered format.
7. The questions that are easiest to answer should be placed near the beginning of the survey.[6]
8. A sufficient number of responses should be stated for the respondent to select from in answering multiple-choice questions.[7]
9. Avoid too many open-ended questions.[8]
10. The most critical consideration when wording a questionnaire is to make sure that the particular issue which the researcher has in mind is the particular issue on which the respondent gives his answer.[9]
11. Ask specific rather than "shotgun" questions.[10]
12. Neither personal references nor humor should be used.[11]
13. Questions should be stated in such a way that they contain no suggestion as to the appropriate response.[12]
14. Every attempt should be made to phrase questions so that each respondent can answer truthfully without embarrassment.[13]
15. Failure to allow ample space discourages the respondent.[14]

Strategy for administering the survey

The basic plan for survey administration was to try to secure the highest possible return without in any way influencing the responses obtained from the population. One of the advantages of the mailing procedure is the ability to collect large amounts of data from large segments of the population at minimal expense in comparison to the telephone and personal interview.[15] One deficiency is the high rate of non-response.

The instrument and the package in which it was mailed was carefully designed. Listed below are several of the characteristics of the survey and package:

1. Included self-addressed stamped return envelope.

2. Personalized the accompanying cover letter (signed personally and the salutation for each respondent individually typed).

3. Included assurance of confidentiality.[16]

4. Instrument was short and relatively easy to complete.

5. Careful attention was given to avoid the use of words such as "questionnaire" which research literature indicates has a negative effect on responses.[17]

6. Envelopes were hand-typed to be distinctive and attractive.

In addition to designing specific characteristics in the form to achieve the desired goals, the following techniques were used to elicit a greater response.*

1. A news release was printed in the local newspaper four weeks after the initial mailing. (see appendix)

2. Telephone contact was made to a sample of those respondents who had not yet returned the survey five weeks after the initial mailing.

3. Reminder postcards were sent to a sample of those respondents who had not yet returned the survey seven weeks after the initial mailing. (see appendix)

*Data is available to determine the impact, if any, of these procedures on response rate. Time and expense prevented further use of these techniques.

Graduate Survey

Items 1, 2, 3, 4, 5, 8 - Findings (See Tabulation sheet - next page)

Item 1 The majority of the graduates (68%) planned to enroll in college or school after graduating from high school.

Item 2 The majority of the graduates (67%) actually did enroll in college or school upon graduating from high school.

Item 3 The majority of the graduates (69%) stated that they made the decision in #2 because of their own interests.

Item 4 Ten percent (10%) of the total sample dropped out of college.

Item 5 Ninety-seven percent (97%) of the total sample checked one or more basic communications skills in which they felt they needed more training in high school. The highest percentage (37%) felt a lack of training in grammar.

Item 8 Thirty-eight percent (38%) of the students are presently enrolled in college and twenty-nine percent (29%) are presently working.*

* Of the 5% unemployed, 4% have been unemployed for less than a year. Following are the types of jobs these people are trained for: custodian, child-care, management training, waitress, greenhouse manager.

Total Sample 103
Valid Sample 103
Date 6/77
Group Total

Wappingers Central School District Follow-up Study

%	Total #	
		1 When you were in high school, what did you plan to do after graduating?
68	70	a. Enroll in college or school
26	27	b. Go to work
6	6	c. Other (explain)
		2 What did you actually do after graduation?
67	69	a. Enroll in college or school
22	23	b. Go to work
10	10	c. Other (explain) Navy, beauty school, married, own business
1	1	No response
		3 Check the onemain reason that caused you to make #2 decision:
69	71	a. Own interests
8	8	b. My high school program
		c. Counselor
		d. Teacher
11	11	e. Money
6	6	f. Work experience
2	2	g. Friend
6	6	h. Other (explain) Parents, upbringing, seemed like next step, skill needed for good job
3	3	No response
		4 If you have dropped out of college, check the reason why:
		a. Poor study habits
1	1	b. Low grades
2	2	c. Marriage
3	3	d. No definite goal
1	1	e. Financial
		f. Needed at home
		g. Health
2	2	h. Took a job
1	1	i. Other (explain) Not what I wanted
		5 Check one or more of the following basic communication skills in which you felt you needed more training in high school:
37	38	a. Grammar
29	30	b. Punctuation
23	24	c. Spelling
27	28	d. Reading
27	28	e. Speaking
21	22	f. Note taking
35	36	g. Term paper
9	9	h. Other (explain) Composing letters, vocabulary, oral reports, job applications, interview training, expository essays, expository writing, talking
		6 (See Table 2)
		7 (See Table 3)
		8 Please check your major status
17	17	a. Completed college/working
1	1	b. Completed college/not working
38	39	c. Presently enrolled in college
29	30	d. Working
5	5	e. Unemployed, looking for work
7	7	f. Other (explain) Service, Married, Caring For Family, own my own Business
5	5	No Response

Washington Survey

Total Sample 103
Male Sample 60
Date
Group RCK

Wappingers Central School District Follow-up Study

#	Female
		1 When you were in high school, what did you plan to do after graduating?
68	41	a. Enroll in college or school
27	16	b. Go to work
5	3	c. Other (explain) married, Navy, travel
		2 What did you actually do after graduation?
68	41	a. Enroll in college or school
23	14	b. Go to work
8	5	c. Other (explain) married (2), Navy, Armed Services
		3 Check the onemain reason that caused you to make #2 decision: (some students checked more than 1)
70	42	a. Own interests
7	4	b. My high school program
		c. Counselor
		d. Teacher
13	8	e. Money
8	5	f. Work experience
3	2	g. Friend
5	3	h. Other (explain) husband, seemed like next step, upbringing
		4 If you have dropped out of college, check the reason why:
		a. Poor study habits
		b. Low grades
2	1	c. Marriage
2	1	d. No definite goal
		e. Financial
		f. Needed at home
		g. Health
2	1	h. Took a job
2	1	i. Other (explain) "Not what I wanted"
		5 Check one or more of the following basic communication skills in which you felt you needed more training in high school:
32	19	a. Grammar
25	15	b. Punctuation
23	14	c. Spelling
30	18	d. Reading
30	18	e. Speaking
18	11	f. Note taking
35	21	g. Term paper
5	3	h. Other (explain) expository essays, writing (2)
		6 (See Table 2)
		7 (See Table 3)
		8 Please check your major status
17	10	a. Completed college/working
		b. Completed college/not working
40	24	c. Presently enrolled in college
30	18	d. Working
3	2	e. Unemployed, looking for work
8	5	f. Other (explain) married (3) service, in business
3	2	No Response

TABULATION SHEET

Wappingers Central School District Follow-up Study

Total Sample 103
White Sample 43
Date
Group John Jay

#	Totals	
		1 When you were in high school, what did you plan to do after graduating?
67	29	a. Enroll in college or school
26	11	b. Go to work
7	3	c. Other (explain) Navy, beauty school, married
		2 What did you actually do after graduation?
65	28	a. Enroll in college or school
21	9	b. Go to work
12	5	c. Other (explain) married (3), beauty school, Navy
2	1	
		3 Check the onemain reason that caused you to make #2 decision:
67	29	a. Own interests
9	4	b. My high school program
		c. Counselor
		d. Teacher
7	3	e. Money
2	1	f. Work experience
		g. Friend
7	3	h. Other (explain) parents (2), skills/degree needed for good job
7	3	No response
		4 If you have dropped out of college, check the reason why.
		a. Poor study habits
2	1	b. Low grades
2	1	c. Marriage
5	2	d. No definite goal
2	1	e. Financial
		f. Needed at home
		g. Health
2	1	h. Took a job
		i. Other (explain)
		5 Check one or more of the following basic communication skills in which you felt you needed more training in high school:
44	19	a. Grammar
35	15	b. Punctuation
23	10	c. Spelling
23	10	d. Reading
23	10	e. Speaking
26	11	f. Note taking
35	15	g. Term paper
14	6	h. Other (explain)
		6 (See Table 2)
		7 (See Table 3)
		8 Please check your major status
16	7	a. Completed college/working
2	1	b. Completed college/not working
35	15	c. Presently enrolled in college
28	12	d. Working
7	3	e. Unemployed, looking for work
5	2	f. Other (explain)
7	3	No response

Item 6 - Graduate Survey

In item 6-a, 6-c, 6-d, respondents either wrote the course name (chemistry) or major area (science). The totals in Table 2 represent all responses for that particular area.

In item 6-b (courses that should have been offered but were not available) course names are listed exactly as given by the respondent. If the course name was mentioned more than once, the number in parentheses next to that particular course will indicate this.

Findings*(See Table 2 for total report)

6-a 47% of the courses listed that graduates felt they should have taken but did not take were business education courses.

6-b In courses that should have been offered but were not available, it was interesting to note that some of the courses listed <u>are</u> available in their school, but they obviously were not aware of this.

6-c In courses that seem of little value now,, the highest percentage was social studies (23%)

6-d In courses the student took but did not feel prepared in, the highest percentage was English (40%).

*It is important to consider the following when evaluating data from #6:

1. The percentages are based <u>only</u> on the total courses listed by the respondents. Some graduates did not answer this question, some of the implications being that these students had nothing to report (negative answer), or they chose not to answer the question.

2. The chart below indicates percentage of total graduates (n-103) who answered the question.

School	RCK(n-60)	Percent	JJ(n-43)	Percent
Item #	6-a	72%		56%
	6-b	43		40
	6-c	63		51
	6-d	53		49

3. It is further noted that the data from Item 6 applies to 53% of the total number of respondents.

TABLE 2 (a)

Item 6-a* As preparation for a present or future job, everyday living or self-enjoyment; are there any courses in high school you <u>should have taken but did not take?</u>

School	Business Education % **	Fine Arts %	Industrial Arts %	Music %	Science %	Math %	Home Economics %	Social Studies %	Foreign Language %	English %	Other *** %
RCK (77)*	48	6	11	5	6	6	4	1	6	3	1
JJ (41)*	46	7	7	5	7	10	0	7	2	0	7
TOTAL (Both schools) (118)*	47	7	10	5	7	8	2	3	5	2	4

* The rate of percent is based on the total number of courses listed by the respondents. (ex: 11% of the total courses listed by RCK students, in answer to 6-a, were Industrial Arts courses.)

** Rounded to nearest whole percent

*** RCK 1% (Driver's Ed) - JJ 7% (Driver's Ed, Photography, Boces Cosmetology)

SURVEY RESPONSES

John Jay
Roy C. Ketcham

Item 6-b As preparation for a present or future job, everyday living or self-enjoyment, are there any courses in high school that should have been offered but were not available?

Note: (For simplification in reading, the courses are listed under a general heading, where feasible. Courses are stated exactly as written by respondents.)*

Practical Courses For Everyday Living

Preparation for Marriage
How to Cope in Today's Society
Adult Studies
Practical Courses
What Life is Like
Practical Business
Survival
Real Estate
Insurance
Basic Finance
Finances
Practical Courses for Everyday Living

English

Letter Writing
Reading Comprehension
Speedreading
Speaking Course
Classic Literature
AP English

American History

Philosophy
Psychology
Sociology

Industrial Arts

Industrial Arts
Mechanics
Electronics
Building Trades

Fine Art

Crafts
Pottery

Math

High Level Math

Business Education

Income Tax
Business Law
Notetaking

Science

Anatomy
Physiology
Microbiology
Advanced Sciences
AP Physics

Unclassified

Photography (Film)
Class on Values
Sex Education (separate from Health)
First Aid
How to Study
Nutrition
Occupational Courses
Bible Studies
Career Planning
Ethics
Horticulture
Dance

*It is noted that some of the courses listed by the students are presently offered in their high school.

TABLE 2 (c)

Item 6-c* As preparation for a present or future job, everyday living or self-enjoyment, are there any courses in high school you took that seem of little value to you now?

School	Business Education % **	Fine Arts %	Industrial Arts %	Music %	Science %	Math %	Home Economics %	Social Studies %	Foreign Language %	English %	Other *** %
RCK (64)*	2	3	0	3	11	9	0	27	13	11	22
JJ (40)*	3	5	3	0	10	15	3	18	20	10	13
TOTAL (Both schools) (104)*	2	4	1	2	11	12	1	23	15	11	18

* The rate of percent is based on the total number of courses listed by the respondents.

** Rounded to nearest whole percent

*** RCK 5% Health; 17% Physical Education
JJ 4% Health; 9% Physical Education

TABLE 2 (d)

Item 6-d* As preparation for a present or future job, everyday living or self-enjoyment, are there any courses in high school you took but did not feel prepared in?

School	Business Education % **	Fine Arts %	Industrial Arts %	Music %	Science %	Math %	Home Economics %	Social Studies %	Foreign Language %	English %	Other %
RCK (41)*	5	0	0	0	12	17	2	12	7	44	0
JJ (37)*	3	0	0	0	19	14	0	11	19	35	0
TOTAL (Both schools) (78)*	4	0	0	0	15	15	1	12	13	40	0

* The rate of percent is based on the total number of courses listed by the respondents.

** Rounded to nearest whole percent

Tabulation sheet

Total sample 103
This sample 103
Group Total

TABLE 3

Item 7 - Thinking back to your high school days, try and recall how much help your school gave you in the following areas. Check ONLY those areas you consider to be of value for the high school student.

	Great Deal (%)	Somewhat (%)	Little or None (%)
Career counseling	10	27	49
Job placement upon graduation	4	7	68
Guidance services	17	36	33
Joining school activities	24	35	28
Taking part in civic affairs	5	18	48
Handling business dealings	7	17	45
Social interaction	22	25	19
Other	1 (Driver's Ed)		1 (college guidance) 1 (Decision of what to do upon graduation)

Tabulation sheet

Total sample 103
This sample 60
Group RCK

TABLE 3

Item 7 - Thinking back to your high school days, try and recall how much help your school gave you in the following areas. Check ONLY those areas you consider to be of value for the high school student.

	Great Deal (%)	Somewhat (%)	Little or None (%)
Career counseling	12	27	47
Job placement upon graduation	7	7	60
Guidance services	12	42	32
Joining school activities	22	22	32
Taking part in civic affairs	5	20	48
Handling business dealings	5	23	45
Social interaction	27	22	17
Other	1 (Driver's Ed)		1(college guidance)

Tabulation sheet

Total sample 103
This sample 43
Group John Jay

TABLE 3

Item 7 - Thinking back to your high school days, try and recall how much help your school gave you in the following areas. Check ONLY those areas you consider to be of value for the high school student.

	Great Deal (%)	Somewhat (%)	Little or None (%)
Career counseling	9	27	51
Job placement upon graduation		7	67
Guidance services	26	26	23
Joining school activities	27	30	23
Taking part in civic affairs	5	16	49
Handling business dealings	9	9	60
Social interaction	16	30	23
Other			1 (Decision of what to do upon graduation)

Section A Note: 96% of the students attending college were full time students.

COLLEGES AND SCHOOLS ATTENDED BY WAPPINGERS GRADUATES

John Jay High School and Roy C. Ketcham High School

Swarthmore
Massachusetts Institute of Technology
Hobart
University of Bridgeport
Union College
Bryant College
Elmira College
SUNY - Delhi
SUNY - Albany
SUNY - Morrisville
SUNY - Harpur
SUNY - Buffalo
Eastern Michigan University
Rider College
Rochester Institute of Technology
Dutchess Community College
Louisianna State
Rennselaer Polytechnic Institute
Middlebury College
Rochester Institute - School of Photography
St. Lawrence University
Pratt Institute
Oral Roberts University
Maria College
Mt. St. Mary College
Dartmouth
William Woods College
Averett College
Indiana University
Cornell University
Albany Business College
Plattsburgh State College
Lehigh University
Sienna College
Georgian Court College
University of Oklahoma
Lafayette College
University of Vermont
Marist College
Adelphi University
Krissler Business Institute
University of Tampa
Ulster County Community College
Duke University
Culinary Institute of America
Iowa State
SUNY - New Paltz

John Jay
Roy C. Ketcham

MAJOR FIELDS STUDIED IN COLLEGE

Special Education
Economics
Medical Technology
Electrical Engineering
Nursing
Marketing
History
Photography
Liberal Arts
Physical Therapy
Medical Assistant
Biology
Painting
Telecommunications
Conservation
Music Education
Business
Equestrian Science
Business Administration
Accounting
Community Mental Health
Dental Hygiene
Linguistics
Electrical Construction
Chemistry
Legal Secretary
Natural Resources
Recreation Leadership
Political Science
Bi-lingual Education
Child Care
English
Psychology
Data Processing
Biochemistry
Food Service
Nutrition
Dental Assisting

Item 9 - Graduate Survey

In item 9a/9b, respondents either wrote the course name (chemistry) or major area (science). The totals in Table 4 represent all responses for that particular area.

Findings* (See Table 4 for total report)

9-a In courses needed for college in which the students felt the most prepared, 31% of the courses were in math and 31% were in science.

9-b In courses needed for college in which the students felt the least prepared, 46% of the courses were in English.

9-c Courses lacking in high school needed in college are listed exactly as given by the respondent. If the course name was mentioned more than once, the number in parentheses next to that particular course will indicate this.

*It is important to consider the following when evaluating data from #9.

1. The percentages are based only on the total courses listed by the respondents. This question applied only to college students/graduates, and some of these people did not answer the question. The implications might be that these students had nothing to report, or they chose not to answer the question.

2. The chart below indicates percentage of college students/graduates (n-57) who answered the question.

School	RCK(n-34)	Percent	JJ(n-23)	Percent
Item #	9-a	100%		91%
	9-b	94		74
	9-c	62		52

3. It is further noted that the data from Item 9 applies to 79% of the total college students/graduates.

TABLE 4

Item 9-a* Thinking back on your high school program and courses needed for college; list those courses in high school you felt most prepared in:

School	Business Education % **	Fine Arts %	Industrial Arts %	Music %	Science %	Math %	Home Economics %	Social Studies %	Foreign Language %	English %	Other %
RCK (60)*	13	2	0	0	32	33	0	13	5	2	0
JJ (33)*	9	0	3	3	30	27	0	9	6	9	3 (health)
Total (Both schools) (93)*	12	1	1	1	31	31	0	12	5	4	1

Item 9-b* Thinking back on your high school program and courses needed for college; list those courses in high school you felt least prepared in:

School	Business Education % **	Fine Arts %	Industrial Arts %	Music %	Science %	Math %	Home Economics %	Social Studies %	Foreign Language %	English %	Other %
PCK (35)*	6	0	0	0	11	9	0	14	6	54	0
JJ (20)*	0	0	0	0	25	35	0	10	0	30	0
Total (Both schools) (55)*	4	0	0	0	16	18	0	12	4	46	0

* The rate of percent is based on the total number of courses listed by the respondents.

** Rounded to nearest whole percent

SURVEY RESPONSES

John Jay
Roy C. Ketcham

Item 9-c Thinking back on your high school program and courses needed for college; list those courses in high school you felt were lacking in the high school:

Note: Courses are stated exactly as written by respondents.

Practical Courses

Practical things
Real Life Courses
Personal Finance
Money Management
Interpersonal Relationship Skills
Everyday Living

English

Public Speaking
Writing Course
How to Think on Paper
Grammar
Good English program
Reading

Social Studies

Sociology
Philosophy
Advanced History
Economics

Business Education

Accounting
Business Courses
Notetaking

Science

Good Chemistry Course (2)
More science
Advanced Biology
Anatomy
Physiology
Physics

Unclassified

Career Planning (2)
Public Relations
Health Courses
Environmental Courses
Field Trips
Marketing

Graduate Survey
Item 10-B

John Jay
Roy C. Ketcham

TYPES OF BUSINESSES EMPLOYING WAPPINGERS GRADUATES

Research
Health Spa
Hospital
Electronics
Restaurant
Insurance Company
Education
Merchandising
Large manufacturing
Beauty shop
Bank
Grocery market
Child-care agency
Pediatrician
Printing company
Civil service (Town)
Library
Institution for Mentally Retarded
Nursing Home
Small manufacturing company
Furnitu e company
Service station
Retail store

Graduate Survey
Item 10-B

John Jay
Roy C. Ketcham

POSITIONS/TITLES HELD BY WAPPINGERS GRADUATES

Immunologist
Counselor
Assistant Director/Nurses
Pulmonary Lab Technician
Technician
Self-employed
Secretary (2)
Teacher - Handicapped
Medical Technician
Waitress
Nurse's Aide (3)
Teacher
Nurse R. N.
Shipping Clerk
Junior engineer
Beautician
Process Operator
Bank teller
Store clerk
Child-care worker
Medical Assistant
Electrician
Maintenence
Typist
Housemother
Nurse L. P.
Machine operator
Storeroom clerk
Customer service
Attendant - Service station
Salesman
Salesgirl (2)
Clerk
Cashier

OPINIONS OF GRADUATES CONCERNING CHANGES IN HIGH SCHOOL TRAINING

Roy C. Ketcham High School

Note: The following quotes have been extracted from student responses to Item 12-a.

12-a Please comment on any observations, suggestions, changes related to your high school training that would be beneficial for future graduates.

Courses/Departments

"I think everyone should take the basic classes--reading, writing, arithmetic--and learn them thoroughly before attempting those courses which the student 'wants'...Coming out of high school and not reading as well as is needed and not being able to use punctuation properly and still adding on one's fingers is surely not a good education."

"Restore the driver ed course."

"It would be a good idea to offer a course on things a person should know about upon graduation...budgeting, investing, insurance..."

"...keep the more studious students from going loco from the boredom... On the other hand the AP classes (calculus, French, Biology) were excellent. The senior year is a problem unless the students are challenged."

"I don't believe that anyone who graduated when I did was prepared to make any kind of a living in today's world. Much more specific training in one particular area is needed to survive."

"Some type of elective program, with alternatives within the required areas, to allow for expression of personal interests."

"I think the Boces program is really great. Not everyone wants or needs to go to college."

"...the school should have a course <u>required</u> for Public Speaking."

"If it had been possible for me to begin shorthand and typing in the first year of high school--I would have done so."

"Get a lot more computer courses."

"I would like to see more emphasis placed on AP courses."

"I believe that our high school has an excellent music dept."

Roy C. Ketcham
12-a
Courses/Departments

"I think that my math course, Calc-BC, would have been greatly more beneficial if homework had to be handed in...Also I wish that the school would offer courses in Biology, Chemistry, Physics, and English that would have prepared us to take the A. P."

"I believe that our school does have a very good business program."

"...add courses about adult life, marriage, finances, etc.; people shouldn't graduate from high school not knowing how to fill out a tax return."

"...for the computer courses, I believe this should be a separate course for the engineering student and one for the business student."

"I feel that the Wappingers Central School District was totally wrong when it cut Driver Education from the program. Of all the courses offered, this I feel had the most value. There have been occasions where I have had to rely on skills acquired during this course, matters of life and death..."

Guidance Program

"...I believe that my old high school needs better guidance counselors. more information about colleges and local summer job employment... should not encourage the student to take the traditional courses... they didn't even tell me about the business courses at all...they were 'reserved for the slower people'. I think this is a grave injustice...counselors should inform the student of all possibilities."

"Much more guidance and counseling to help steer students the <u>right</u> way. Much more career counseling."

"My guidance counselor I felt was very unknowledgable in the field of college choice...and to top it off she lost one of my college recommendations."

"Guidance counselors were mostly focused on the students who knew what they wanted and where they were going..."

"My suggestion is to hire counselors who have some compassion for the students, not people hired because a piece of paper says they are qualified."

"Guidance counselor--absolutely zero help"

"...there were times when I really needed to talk to someone for advice, other than my parents and my guidance counselor wanted nothing to do with you unless you were getting suspended or had a schedule change!"

Roy C. Ketcham
12-a
Guidance Program

"Guidance counselors...no help when I needed information and advice on my future schooling."

"...should be a broader and more extensive and personalized guidance dept. who is in touch with the world--the real world--the job situation--who can give helpful suggestions and not merely quote statistics."

"...definite need at Ketcham for a bigger and better guidance office. Counselors can't be expected to even know 400 or so students, not to mention knowing them well enough to write recommendations or to give them valuable guidance..."

English Skills

"Better training in the area of English; write papers, etc."

"The school was very weak in teaching language skills."

"When I look back on my English classes I can't honestly say I learned anything. In college I am sometimes lost in what we are doing and realize that I should have learned it in high school..."

"I feel that our English dept. is very lacking. The number of graduates from high school who don't even spell correctly or read at a minimal 12th grade level is amazing. I know, for I am one of those graduates. The dept. needs to teach the basics of the English language."

"In the English classes they should stop seeing so many movies... Most of the students have none of the background necessary for ordinary writing and speaking."

"...reading is a problem for many college students...many students agree with me that a speedreading course should be offered in high school."

"...students should have a better knowledge in grammar, punctuation..."

"...more grammar and more writing should be taught in the English courses."

"...a complete change in the English department is needed...the difference between high school reading and college reading is unreal!"

"...more attention paid to English--grammar and speaking properly."

"A great many students attend college after graduating from RCK without basic English skills and suffer. I was taught English grammar only one year (Freshman yr.) After that, in English classes all we did was watch movies and read books..."

Roy C. Ketcham
12-a

General Comments

"There should have been less supervision over students, in order to initiate mature feelings by students toward their future and careers."

"...filter out the teachers better...I have seen teachers who don't care about the students and what they are teaching."

"The gym program is a waste of time and totally unnecessary for graduation..."

"I am extremely impressed with the education I received from the Wappingers Central School District. After a year of college, I have had a chance to compare the training I received to that received by students from different schools. I have concluded that the WCSD offers a far better program than the majority of other public schools. "

"More interest in sports--both interscholastic and especially intermural levels is needed."

"...use your teachers as tools for learning. Get to know them and don't be afraid to ask them questions and/or for help. Get involved in clubs that appeal to you because this is a good way to meet people and spend your afternoon hours...Band was a good program that I really enjoyed and I got a lot out of it."

"One of the good points about Ketcham is the numerous and wide variety of extracurricular activities."

"Kids who are middle of the road students are left out in the program planning in the WSD as far as high school goes...need more courses about life outside..."

"Students should be given the opportunity to go to various businesses... to actually see what the people in their aspiring occupations do."

"...not dwelling on college entrance courses if grades are high in a student. College is not for everyone. I was 13th in my graduating class and was so mislead that I was very disillusioned and disappointed in college."

"...major problem--vandalism--low-achieving students who vent their frustrations by destroying property are not dealt with severely enough. Since vandalism affects all...there should be greater preventive measures to protect school property."

"The majority of teachers are more concerned with pay than anything else. I think this follow-up study is a good idea. I am pleased that something is finally being done to try to correct the mistakes..."

Roy C. Ketcham
12-a
General Comments

"High school was too lackidasical as far as preparing the student in study habits expected of him in higher education.

"I think more should be done to prepare the student for what is actually going on in the 'outside' world..."

"Place less emphasis on grades and more on gaining knowledge."

OPINIONS OF GRADUATES CONCERNING CHANGES IN HIGH SCHOOL TRAINING

John Jay High School

Note: The following quotes have been extracted from student responses to Item 12-A.

12-a Please comment on any observations, suggestions, changes related to your high school training that would be beneficial for future graduates.

Courses/Departments

"...the biggest problem is that courses seem so unrelated to everyday life."

"Some of the social studies courses especially senior electives could remain the same in name but incorporate more substance and less trivia..."

"It might be advantageous to offer certain courses ...on a pass/fail basis so that grades would not stop someone from taking an elective."

"A wider variety of people sciences should be employed."

"Eliminate the repetitive nature of the social studies class; an outline of American and World History is completed by the 8th grade, the next four years should be approached from a different viewpoint." (note: some interesting examples were cited by this student and is available for perusal but too lengthy to include here.)

"The ability to read and write should be the primary objective of high school education, not social structuring, which produces a mass of conforming graduates. This is not to excuse the school from its responsibility to set a moral example, though this should be the primary goal of the parents."

"The high school should educate a student so he can be an individual thinker capable of receiving and communicating ideas."

"In my two years working in radio, I found myself to be sorely lacking in any knowledge of the structure of local government."

"It's a sad state of affairs when a student (of what is supposedly one of the finest educational systems in the world) cannot read or write on anything but a mediocre level."

"An area I did not feel prepared in is how to compose or answer a customer's letter."

"...a course should be offered to help students with everyday life."

"...a course in gardening should be offered..."

John Jay
12-a
Courses/Departments

"More time should be spent teaching basics needed for everyday living, such as: budgeting, marriage, how to find a job, basic car maintenence...The schools should have classes in speedreading, speedwriting and typing for all."

"...I felt sciences were weak, only oriented toward passing the regents. Math courses were very strong."

"The twelfth grade electives for social studies I would hate to see go."

"Students should also be required to take at least one course in typing."

"A mandatory course should be given on the proper way to study..."

"The continuation of elective courses in social studies and English."

"...a more extensive industrial arts program should be started in J.J."

Guidance Program

"Counselors should spend more time encouraging juniors to begin the decision-making process."

"I think arena scheduling should be watched over more carefully by guidance counselors...students tend to pick courses that they think will be easy for them..."

"The greatest improvement ever made in John Jay was the arena scheduling."

"Certain teachers gave me more support and help than guidance..."

English Skills

"...not enough emphasis is put on grammar, sentence structure, and spelling. I feel that I did not get enough English in high school. The only class that I was taught spelling was my Shorthand I class."

"I was always terrible in English--in high school the courses were so boring and slow paced that I fell asleep rather than gaining much needed help in written and verbal skills."

John Jay
12-a

General Comments

"Help from people who had already graduated from my high school could have benefited me in making my decision as to which school to attend." I would not mind writing a summary of my experiences in choosing which college to attend and what to major in...If a questionnaire was sent out to students one year after their graduation I think many would respond and be glad to help those who are making decisions about their future."

"...I would tell future students about study habits..."

"De-emphasize the selective procedures that limit activities; ex: more intramural sports programs--less small teams dominating resources and time (but not eliminating the varsity program)."

"The teachers there were not all that great to begin with, and someone should be taking a closer look at them, and soon! The schooling for kids going into college needs to be much more concentrated."

"There are two things that bothered me in school--the way in which the bathrooms are used. They were filthy and used for smoking rooms, even after smoking was allowed in "designated areas." #2 the way in which our cafeteria was maintained. Pupils that had no respect for food or others were allowed to do as they pleased."

"For the future graduate: I suggest spending at least one year prior to graduation deciding on a career and a good college."

"Schools should take field trips to different employment firms, ... so that the student has an idea what is waiting for him outside school."

"Classes should be divided into above average, average and below average."

"The students need more discipline."

"...too much emphasis is placed on career choices while a person is in their first and second year of high school."

"I have no qualms about my education in the Wappingers District! I have had very few teachers, from kindergarten on, who were less than excellent. My only suggestion would be to consider retaining courses such as People and Problems and Psychology. Social knowledge is a very important part of growing up that high school seems to miss..."

"One course that I feel did nothing for me is Physical Education... the classes were too short...I felt it was a class for learning how to change clothes and how fast you can do it..."

OPINIONS OF GRADUATES CONCERNING WHAT THEY MAY HAVE DONE DIFFERENTLY

John Jay High School

Note: The following quotes have been extracted from student responses to Item 12-b.

12-b Looking back, what do you think you might have done differently in high school?

Courses/Departments

"I wish I had had time for driver's ed and art courses."

"I would have taken shorthand..."

"Typing should be made a mandatory subject, prior to high school."

"...would have taken more courses in my senior year...in my line of work now, it would have been beneficial for me to have taken more secretarial courses."

"Taken courses more interesting to me and my plans."

"I wouldn't have taken shorthand; it's dying out."

"...should have taken more of a variety of courses..."

"I would have tried more math courses."

"I would try much harder and take more beneficial courses such as; college prep English and courses you really have to work at."

General Comments

"If I had worked as hard in high school as I do in college, I would have learned a lot more..."

"I would try much harder..."

"I would have studied harder...The school warned me, but it was too late."

"...participation in more sports activities."

"...I would have tried to arrange my schedule so as to enable me to be enrolled in both the concert and symphonic bands..."

John Jay
12-b
General Comments

"...I don't think I would do it over any different. There isn't really a way you can do it over different unless the curriculum is different."

"...I just hope that the students that are like the way I was wake up and realize it sooner than I did. I also hope that the school helps them to realize this value more than they helped me."

"Would have spoken my true feelings towards students, teachers and personnel staff members."

Summarizing Statements

"I was happy to fill the survey out and hope that I will be of some help to you in improving programs for the future."

"Good Luck!"

"It was a pleasure helping you."

"I really liked high school and it gave me a lot of good memories."

OPINIONS OF GRADUATES CONCERNING WHAT THEY MAY HAVE DONE DIFFERENTLY

Roy C. Ketcham High School

Note: The following quotes have been extracted from student responses to Item 12-b.

12-b Looking back, what do you think you might have done differently in high school?

Courses/Departments

"...taken some business courses..."

"...take more foreign languages; taken a second musical instrument."

"...taken more courses that interested me...much less college-based courses."

"Taken more grammar courses, typing, shorthand."

"...take more science and math courses."

"...would have taken a wide range of courses, not only college prep. I would mix in more business courses and more creative fun courses, like art and music."

"I only regret I did not take accounting or business management..."

"I would have taken more business courses like bookkeeping which would have helped me with some accounting courses I took in college. ...would not have gone very far in sciences."

"I would have taken more business courses...should be greater stressed for anyone going into business at the college or any level. I was always under the impression that they were for not so intelligent..."

"I may have liked to try the 10-10 program."

"...taken more business courses."

"...would have taken more courses just for fun..."

"If I had a second chance, I would probably have taken courses having to do more with the 'outside working world'."

"I would probably take more business courses..."

"...would have taken more business courses. Of course, I still would have taken my science courses, but I would have in addition taken these courses."

Roy C. Ketcham
12-b

General Comments

"...would have participated more in such activities that would bring changes; ex. more courses in the science area, and even expand the science dept. to include conservation & ecology courses, but of course this is out of my hands!"

"Nothing, everything worked out fine the way it did."

" I think that I would have joined more activities."

"I don't think I would have tolerated the lack of administrative effort to expel those who had no interest in education."

"...would have gone to Boces."

"...would have gotten involved in a lot more activities..."

"Get into more school activities."

"I regret the fact that I did not take my studies much more seriously than I did..."

"I would have gone out for sports earlier and Masque and Mime."

"...graduated in 3 years instead of four."

"As I look back I might have cut out senior year entirely. That option should be explained to capable students."

"...I'd do it the same way. I had a lot of fun in high school."

"...would have avoided the guidance office at <u>all</u> costs!"

"Become more active in school activities and study a little more..."

"...would have attended classes a little more often."

"...would think more carefully what I wanted to do in life..."

"...would have gotten involved in more extracurricular activities..."

"...don't think I would have done anything differently..."

"...guess I would have complained, but it would not have helped; no one cared..."

"...studied more and taken more courses suited to my college requirements."

Roy C. Ketcham
12-b

Summarizing Statements

"I enjoyed the learning experience at Ketcham very much. The teachers are very helpful and really covered the material well (for the most part)."

"You can't expect a person 17 years old to make solid decisions about his/her future when given no previous decision-making training. The general argument is 'But only 17 yrs. old, etc.' but when education is as accelerated as it is in this day and age you must also expect to have to accelerate chronological age in relation to responsibility."

"It seems that the school is getting awfully big and bureaucratic; kind of impersonal."

"I will stand by Ketcham till the end, as long as the students and their education is its main concern."

Parent Survey

Items 1 (a-g) Note: "Agree" and "Strongly Agree" responses have been combined into one category - "Agree." "Disagree" and "Strongly Disagree" responses have been combined into one category - "Disagree."

	(All parents in sample)			(Individual schools)		
	% Agree	% Disagree	% No Opinion	% Agree	% Disagree	% No Opinion
My child was prepared to go to college or enter the job market upon graduation from high school. (1-a)	85	15	0	80(J)* 90(K)**	20(J) 10(K)	0(J) 0(K)
I feel the district keeps parents well informed concerning happenings in the school. (1-b)	62½	33½	4	70(J) 55(K)	27(J) 40(K)	3(J) 5(K)
High schools should require every student to take typing. (1-c)	52½	42½	5	45(J) 60(K)	45(J) 40(K)	10(J) 0(K)
Schools should allow bright, average, and slow students to be taught in separate classes. (1-d)	71	26½	2½	72(J) 70(K)	25(J) 28(K)	3(J) 2(K)
High schools should have a placement service available for senior students who wish to go to work instead of going on to college. (1-e)	88½	8	3½	85(J) 92(K)	10(J) 6(K)	5(J) 2(K)
High schools should encourage all students to learn a skill that they can use in employments. (1-f)	86½	12½	1	80(J) 93(K)	20(J) 5(K)	0(J) 2(K)
Schools should enforce rules of conduct more strictly. (1-g)	89	6½	4½	86(J) 92(K)	5(J) 8(K)	9(J) 0(K)

*John Jay High School
**Roy C. Ketcham High School

Parent Survey

Item 2 - Please rate any of the following with whom you have had contact:

Roy C. Ketcham	Good %	Fair %	Poor %	No Response **
Administration	33	23	9	35
Teachers	40	42	3	15
Guidance	11	23	33	33
Other (specify)			1*	
*Athletic Dept.				
John Jay				
Administration	26	18	0	56
Teachers	30	18	0	52
Guidance	18	11	19	52
Other (specify)	1*			
*Secretaries				
Both schools				
Administration	30	20	6	44
Teachers	34	33	1	32
Guidance	17	19	26	38
Other	1		1	

** one of the factors that may have influenced the high "no-response" rate is that several parents specifically indicated that they "never met" any of the people in the above group or had any contact with them.

OPINIONS OF PARENTS CONCERNING HOW THEY THINK CURRICULUM NEEDS TO BE CHANGED

Roy C. Ketcham High School

Note: The following quotes have been extracted from parent responses to #3.

3 - How do you think the school curriculum needs to be changed to meet community and student needs of today?

"Employment skills for non-academic; improved reading and writing skills for college-bound; math & science dept. o.k."

"Need curriculum planned for student who is college bound but with no idea of course to pursue."

"English program upgraded; especially vocabulary & grammar."

"...some type of simple business course encompassing...balancing a checkbook...income tax...job applications, etc."

"Teach the basics--demand better discipline...stop the drive for college for all."

"...deal with basic needs with functioning in today's society...course of study preparing them to cope with these needs...also, more than one study hall should not be permitted...early discipline for seniors should not be permitted unless they definitely have a job...too much time on their hands encourages laziness, pot smoking/drinking."

"...offer more special training."

"Include driver's education in the curriculum..."

"...work experience during jr. and sr. years; continue bridge program; provide proper guidance...starting in 7th grade so that they enroll in courses ...prepare them adequately for the future."

"More stress on guidance counseling..."

"All students should have an opportunity to take vocational and commercial courses."

"...expand student awareness--finding aptitudes...classroom work should be related to outside "world".

"...losing sight of basic concepts of math...also seems to be increase in the number of poor readers..."

"Better English dept..."

"Be aware of job opportunities...teach courses that apply...visit the industries in the area...practical experience...work-study program."

"Wish there were some kind of a job-placement service or after h.s. apprentice program..."

OPINIONS OF PARENTS CONCERNING HOW THEY THINK CURRICULUM NEEDS TO BE CHANGED

John Jay High School

Note: The following quotes have been extracted from parent responses to #3.

3 - How do you think the school curriculum needs to be changed to meet community and student needs of today?

"...extra elective courses beyond core curriculum on a pass/fail basis; extensive English, oral and written communication should be mandatory..."

"...more emphasis on the 'how to's'...how to study; all students should also understand a simple IRS form, local government..."

"Sometime, someone will have to teach English and how to read and write the language...teachers either don't care or can't read and write themselves."

"Reading, grammar and writing should be of top priority; basic course dealing with marriage and parenthood..."

"...return to basic skills as the backbone of curriculum."

"...curriculum should be more up to date."

"More stress on the 3 R's and especially grammar and spelling."

"On elementary level, revise teaching of language arts to include more emphasis on composition. Get rid of electives in English and Social Studies on the high school level."

"Start programs for handicapped children."

"...not opposed to gym, although I think it is ridiculous that a senior can get away with skipping classes and at the end of the year make up classes--given permission to miss other, perhaps, more important classes--my own child did this and, in order to graduate, had to play softball."

"...all youngsters should be prepared to find work and how to go about finding work; taught how to present themselves, etc..."

"...greater variety of courses offered to meet varying interests... traditional courses should not be forgotten, such as grammar..."

OPINIONS OF PARENTS CONCERNING HOW THE SCHOOL CAN BETTER SERVE THE PARENT TO HELP MEET STUDENT NEEDS

Roy C. Ketcham High School

Note: The following quotes have been extracted from parent responses to #4.

4 - How can the school better serve the parent to help meet the needs of the student?

"By teaching the basics first; reading - writing - arithmetic."

"Teachers take the time to inform parents of problems; improvement in guidance department in helping a student."

"Contact the parent, especially if the student might be having problems; let parent & student know what is required in a class at the beginning then parent can help or check..."

"Closer contact between school and parent."

"...think the school is trying to achieve this...teachers should "teach" more, rather than assigning chapters to be read..."

"Parent - teacher contact."

"Sending out information on school affairs to parents."

"Schools are set up for students who are college material..."

"Communication between school and parent is poor...Newsletter helpful but personal contact is very difficult to achieve..."

"Guidance poorly coordinated - very poor - son said guidance dept. secretary was very beligerent and he could not get past her to a counselor! That's wrong! Send out terse notes/memos of the general situation of things at the school...explain on surveys such as this is the "Researcher" a paid professional member of the school system or some college "kid" doing a term or thesis project!"

"Too much parental interference can sometimes have a negative effect upon the relationship between parent and school."

"Reinforce value of family life...more guidance along with challenge, youngsters need moral teaching--teach the meaning of respect..."

"...having guidance counselors who take a real interest in the student, also concerned about tenure..."

"More guidance counselors or better scheduling of counselors so parents may have time during school year to review student's progress..."

"If there were a rating lower than poor our children's guidance counselor would have received that rating...in order to get help for_____ in locating _____programs, we finally ended up asking for help from another school district.

"Better school/parent contact."

OPINIONS OF PARENTS CONCERNING HOW THE SCHOOL CAN BETTER HELP THE PARENT TO HELP MEET STUDENT NEEDS

John Jay High School

Note: The following quotes have been extracted from parent responses to #4.

4 - How can the school better serve the parent to help meet the needs of the student?

"Keep them better informed!"

"...getting back to teaching the basics and insisting on a higher degree of excellence from both teacher and student."

"...furnish the parents with a schedule of major assignments in at least the major subjects."

"Have more programs on job related opportunities and job placement service should be made available to seniors."

"Inform parents of conduct in school; closer tabs on grades..."

"Stop cutting the budget for needed curriculum..."

"...centralized school district is too big.""

"On two occasions, my daughter sought advice from guidance counselor; both times was discouraged...misinformed"

"Teachers and administration should be willing and available to consult parents about student progress..."

"...adopt a procedure to improve the measurement and productivity of teachers...stricter principal and department head evaluations...poor teachers should be motivated or dismissed."

"...extracurricular activities must be a part of school activities."

"Wish you luck on these surveys...recommend you survey current high school students and jr. high students to solicit similar input."

Employer Survey (n-22) sample

One valid criterion to use in judging program effectiveness is a follow-up taken at a point when students have been out on the job long enough for employers to determine if they have sufficient skills or the ability to develop acceptable proficiency within the time limitations of that particular employer or industry. Care must be taken to continually keep in mind the number of variables that can affect this assessment. (In the case of this particular study, three separate graduating classes at different points in their careers were evaluated.)

The names and addresses of employers of the respondents were extracted from question #Section B-10 on the student survey form. From the 30 employer surveys mailed, 22 were completed and returned.

The employer responses to the checked questions (1-6) are on the following page. Employer responses to question #7 are quoted below.

Item - 7 How can the school better provide for your needs as an employer? Please list any suggestions for improving the educational program in Wappingers.

"You must impress all your students that in order for a company in business to survive, he or she must give of themselves a little bit more if they can. My slogan--'a good day's work for a good day's pay.' Also, he or she must show some initiative on their own to be recognized that they are good management material. ...Thanks - Unit Mgr."

"Some type of program should be set up with the state to let the students in the hairdressing field be able to take training in the salon during the prescribed no. of days, such as they do with dental assistants, so many hours on job training."

"Doing fine at present; no recommendations."

"...We have employed many students over the years from the BOCES nursing programs and have found them to be very adequately trained and prepared for the positions in which they were employed."

EMPLOYER RESPONSES

CONFIDENTIAL — Employer Survey

WAPPINGERS CENTRAL SCHOOL DISTRICT

FOLLOW-UP STUDY

Employee Name _____

Please supply information regarding the employee whose name is listed above (even if the person is no longer employed by you).

The Wappingers School District is conducting a survey of graduates in which they were asked to provide the names of their employers. The information we are requesting will be held in strict confidence, and you may choose to identify yourself or remain anonymous. Neither you, the employee nor the organization will be identified in the final report of this study. The results will be used in evaluating the educational program in the Wappingers District.

THIS IS YOUR OPPORTUNITY TO PROVIDE RELEVANT INPUT INTO EDUCATION BY EXERCISING YOUR VOICE OF OPINION AND BY MAKING SUGGESTIONS ABOUT PROGRAMS.

Please take a few moments to complete the items on this sheet. The completed form is to be returned in the pre-stamped envelope enclosed for your convenience in replying.

Marie Finn, Researcher
Wappingers Central School District

Please rate this employee in comparison to persons performing the same type of work for a similar period of time.

1. What is the amount of work performed by this person?

Percent of total sample (n-22)

60 Above average
35 Average
5 Below average
0 Very low or insignificant

2. How much supervision does this person need to perform his job?

35 Little or none
60 About the average
5 A great deal

3. What is the quality of this person's work?

55 Consistently high
45 Generally acceptable
0 Not always acceptable

4. How much interest does this person take in his work?

50 Great deal
50 About the average
0 Little or none

5. Did this person have the training necessary for this job when he was hired? **Some - 10**

60 Yes 30 No 0 Don't know

6. Generally, does this person appear to work well with others?

99 Yes 1 No ___ Don't know

7. How can the school better provide for your needs as an employer? Please list any suggestions for improving the educational program in Wappingers.

(Use back of sheet)

THANKS FOR YOUR COOPERATION!

Student Withdrawal Survey

Of the 25 forms sent to a list of student withdrawals who had left the system between 1973-76, 3 were returned by the post office and it is, therefore, presumed that 22 were delivered and received. Five students returned the completed form.

The dropout rate in the Wappingers district was approximately 2½-3% in the school year 1975-76, and it is strongly recommended that an exit interview is conducted before each student signs out of school and a follow-up study be made periodically. It is also strongly recommended that an on-going record is kept in each high school of the names and addresses of these students, date of leaving and reason for leaving.

Findings

Items 1, 3, 4, 5, 8-19 - See following page

Item 2 - When respondents were asked to list anything that may have encouraged them to remain in school, the following comments were made:

"More privileges; better teachers who would take more interest in a pupil."

"More concerned teachers and less gestapo-type supervision"

"Was bored with teachers and the subjects and the school."

Item 6 - Of the subjects enjoyed in school the most; social studies, retailing and bookkeeping were listed. Of those enjoyed the least; math and social studies (2) were listed.

Item 7 - The following are quotes from general comments about school experiences and suggestions on improving the school program:

"Better reading classes"

"The way I look at it is, the 6 hrs. you sit in school, you can be out getting paid for it."

"I appreciate your concern in me...thank you very much."

STUDENT WITHDRAWAL FORM SAMPLE

TALLY SHEET

WAPPINGERS CENTRAL SCHOOL DISTRICT

STUDENT WITHDRAWAL FOLLOW-UP CONFIDENTIAL

Name_____Phone_____

Address_____Married( ) Single( )

1. What was your reason for quitting school?(Check as many as apply)

Number indicates # of respondents

a. No longer interested in school 2
b. Left for full-time job 2
c. Excessive absences
d. Personal problems 1
e. Other(please specify) 1 (Guidance counselor told me I was better off quitting school)

2. Please list anything that may have encouraged you to remain in school:

_____

_____

3. Since you left school, have you made an attempt to get your diploma?

Yes 4 No 1 (If you answer yes, check answer in #4 that applies)

4. High school equivalency 4 Night school___Other(specify)_____

5. How do you feel now about having left school before graduating?

Happy_____Regretful 2 No feeling 3

6. Which subjects in school did you enjoy

the most_____the least_____

7. Please comment on any of your school experiences, and feel free to make any suggestions on improving the school program.

OVER PLEASE!

8. WE ARE INTERESTED IN WHAT YOU ARE DOING NOW. Please check the one activity which best describes your situation. Then continue to the section as indicated to the right of your checkmark.

a. Unemployed, but looking for work	2	GO TO SECTION A
b. Employed	2	GO TO SECTION B
c. Serving in the military	1	GO TO SECTION C
d. At home	1	GO TO SECTION D
e. Enrolled in school		GO TO SECTION E
f. Other (please specify)_____		

SECTION A To be completed if you are UNEMPLOYED BUT LOOKING FOR WORK

9. How long have you been unemployed?
   Less than a year 2 One to two years ___ More than two years ___

10. What type of job are you looking for? Civil service; anything

SECTION B To be completed if you are EMPLOYED

11. Are you employed full time 2 part time _____

12. What is your position or title Laborer ~~Car sales~~ Type of business Caretaking ~~Automotive~~

13. Employer's name and address _____

SECTION C To be completed if you are SERVING IN THE MILITARY

14. What is your branch of service Army Division Artillery

SECTION D To be completed if you are AT HOME

15. Did you work after leaving school? Yes 1 No ___

16. Reason for being home at this time No work

SECTION E To be completed if you are ENROLLED IN SCHOOL

17. Are you enrolled as a student full time _____ part time _____

18. Name of school you are attending _____

19. What type of course are you taking _____

PLEASE RETURN THE COMPLETED FORM IN THE ENCLOSED SELF-ADDRESSED ENVELOPE

65a

REMARKS

Feedback from the graduates regarding their perceptions of various aspects of the school program revealed:

A. Graduates in all activities overwhelmingly expressed the need for basic English skills, the mechanics and practical application, oral communication, grammar, etc. and for strengthening or re-evaluating various areas of the English curriculum.

B. Graduates in all activities indicated a high interest in adding "practical" courses to the curriculum. Some of those that were mentioned: Coping in Today's Society, Practical Business, Survival, Insurance, Marriage Preparation, and Money Management.

C. Graduates in college felt the most prepared in the science and math areas; felt the least prepared in English.

D. A high percentage of graduates felt the school gave the least help in the areas of job-placement after graduation, career counseling, taking part in civic affairs and handling business dealings.

E. A high percentage of graduates felt they should have taken more business courses while they were in high school.

F. Graduates in college indicated a desire for more AP courses.

G. If they had to do it all over again, many graduates indicated that they would have taken more courses and studied harder.

H. Graduates overwhelmingly expressed the need for improved counseling services; more personalized counseling and more time with counselors for present and future planning.

Feedback from parents regarding their perceptions of various aspects of the school program revealed:

A. A high percentage of the parents felt their child was prepared to go to college or enter the job market upon graduation.

B. Many parents expressed a desire for better and more school/parent contact and felt they should be made aware of student progress more frequently.

C. A high percentage of parents indicated that they felt the schools should enforce rules of conduct more strictly, have a job-placement service for graduates and encourage the teaching of skills.

D. Parents seemed generally satisfied with the school staff and the school administration, but indicated a need for improved guidance services.

RECOMMENDATIONS

A. The follow-up study system should be implemented each year in the Wappingers School District and conducted in the school year following graduation. It will require much less time and expense than this initial study since the ground-work has been completed.*

   Survey sheets were distributed to the 1977 graduates to collect base information that can be stored and used for next year's study, if it is decided to continue with the project. Research has indicated that if students are contacted before graduation, the follow-up study response rate is higher.

B. If it is decided to conduct a follow-up each year then comparisons should be made against the previous year's study.

C. The annual follow-up should include an exit interview for each student who leaves school before graduating to determine the reasons for leaving and perception of all curricula and programs in which he was enrolled.

Questions to be answered:

A. What concepts that we hold about our programs do the data confirm or deny?

B. What does the data tell us about our programs we don't already know?

C. What should be done as a result of A and B?

* Information available from researcher not included in study:

Revision recommendation for survey designs used
Cost and time factor proposal for implementation of the system in the school district

FOOTNOTES

[1]Charles B. Jones, "An Analysis of Student Follow-Up Data For Administrative Decision Making," Bryan Independent School District, Texas, June 30, 1974, p. 7.

[2]Ibid., p. 8

[3]Jim F. Reed and Jeannene Cox, "The Research and Development of a Post-Secondary Follow-Up Management Information System for Texas **Project** Follow-Up," paper presented at the Annual Forum of the Association for Institutional Research, Los Angeles, California, May 1976, p. 19.

[4]Charles B. Jones, "An Analysis of Student Follow-Up Data For Administrative Decision Making," Bryan Independent School District, Texas, June 30, 1974, p. 9.

[5]Rayford T. Lewis, "Graduate Follow-Up. TexSis Follow-Up," San Antonio College, Texas, August 1976, p. 44.

[6]Ibid., p. 45

[7]Ibid., p. 45

[8]Ibid., p. 52

[9]Ibid., p. 52

[10]Ibid., p. 46

[11]Ibid., p. 52

[12]Ibid., p. 52

[13]Ibid., p. 53

[14]Ibid., p. 53

[15]Randell Smedley and George H. Olsen, Graduate Follow-Up Studies - How Useful Are They?, American Education Research Association, April 1975, p. 11

[16]David J. Pucel, et. al., "Questionnaire Follow-Up Returns As a Function of Incentives and Responder Characteristics," Minnesota University, Minneapolis, Department of Industrial Education, February 1970, p. 3.

[17]Ibid.

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Pilot

FOLLOW-UP QUESTIONNAIRE

I. Personal Information

Name_____Address_____

Maiden name_____Phone_____

male ( ) female ( )

married ( ) single ( ) divorced ( ) widowed ( )

High school major_____Year graduated_____

Please check the response which indicates your current status:

1( ) In military service (branch)_____
2( ) Employed full-time
3( ) Employed part-time
4( ) Unemployed
5( ) Student full-time
6( ) Student part-time
7( ) Housewife
8( ) Other(specify)
_____

II. IF YOU HAVE ATTENDED SCHOOL OR COLLEGE BEYOND HIGH SCHOOL, PLEASE COMPLETE THIS SECTION; IF NOT, GO TO SECTION III.

1)	Name of School	Major	No. of yrs. attended
4 year college			
2 year college			
business school			
technical school			
other			

2) What was your reason for deciding to attend college?

A( ) Career choice demanded degree
B( ) Parental suggestion
C( ) No jobs available
D( ) Unprepared for job market
E( ) Undecided about future goals
F( ) Expected of me; friends were going
G( ) Other (please specify)_____

3) If you have dropped out of school, please check

A( ) Academic reasons
B( ) Lack of interest
C( ) Military service
D( ) Marriage
E( ) Financial
F( ) Illness or death/family
G( ) Time to "find myself"
H( ) Other_____

4) List courses of most use to you in college taken in high school.

_____

5) List courses taken in high school in which you felt:

most prepared_____least prepared_____

6) List courses lacking in your high school curriculum that you felt you needed for college._____

III. IF YOU ARE PRESENTLY EMPLOYED, PLEASE COMPLETE THIS SECTION: IF NOT, GO TO SECTION IV.

Employer_____Address_____

Job title_____Length of time with this employer

_____

1) Which of the following helped you most in getting this job?

A( ) Family/friends
B( ) Employment agency
C( ) Newspaper
D( ) School
E( ) Own efforts

2) Please list courses taken in high school most useful on this job:

_____

3) Please list courses lacking in your high school curriculum needed for this job: _____

4) Would you have used a job-placement service for graduating seniors if there had been one available? ( ) YES ( ) NO

IV. General Information

1) Thinking back on your high school experiences, what courses do you now feel you should have taken? _____

2) Please list any courses lacking in the high school curriculum that you feel is needed for everyday living: _____

3) List courses taken in high school that seem of little value to you now: _____

4) Please rate the help your high school gave you in the following:

	A great deal	Somewhat	Little or none
Information about various occupations and what they involve	____	____	____
Getting along with others	____	____	____
Using your spare time	____	____	____
Understanding your abilities and interests	____	____	____
Taking part in community and civic affairs	____	____	____
Ability to read well	____	____	____
Using your money wisely	____	____	____
Conducting your own business affairs	____	____	____

5) Did you feel prepared to leave high school and be on your own?
If so, explain; if not, explain

6) Please comment on any changes, suggestions, observations related to your high school training that would be beneficial for future graduates of your high school. (Use back if needed)

COVER LETTER SAMPLE - GRADUATE SURVEY

WAPPINGERS CENTRAL SCHOOL DISTRICT

April 5, 1977

Dear Michael:

As a former student in the Wappingers District, I hope that you will be willing to tell what you really think and feel about your past experiences in school. Your assistance is needed to collect some information that only you can give; therefore, you have been chosen to take part in an important study.

The enclosed survey is part of the study being conducted with the approval of the Wappingers School District. After all the data is summarized, it will be evaluated and used by the district in improving programs. What you care about and your opinions are the factors needed to determine how we can do a better job.

Please complete the survey as soon as you can and return it in the self-addressed, stamped envelope. I'll be looking forward to hearing from you.

Sincerely yours

Marie Finn

Marie Finn
Researcher

Enc.

P. S. TO THE PARENT: If your son or daughter is no longer residing at this address, please forward the enclosed material to them. If this is not possible, please complete as much of the information as you can and return the form. Please note that a form addressed to parents is also enclosed.

CONFIDENTIAL

72 74 76 M F
RCK JJ

WAPPINGERS CENTRAL SCHOOL DISTRICT

FOLLOW-UP STUDY
GRADUATES OF
1972 1974 1976

Name_____Phone_____
Address_____Married( ) Single( )
Former name (if different from above)_____

1. When you were in high school, what did you plan to do after graduating?
   a. Enroll in college or school__Go to work__Other(explain)_____

2. What did you actually do after graduation?
   a. Enroll in college or school__Go to work__Other(explain)_____

3. Check the one main reason that caused you to make the decision in #2.
   a. Own interests__ d. Teacher__ g. Friend__
   b. My high school program__ e. Money__ h. Other(explain)
   c. Counselor__ f. Work experience__ _____

4. If you have dropped out of college, check the one main reason why:
   a. Poor study habits__ d. No definite goal__ g. Health
   b. Low grades__ e. Financial__ h. Took a job__
   c. Marriage__ f. Needed at home__ i. Other(explain)
   _____

5. Check one or more of the following basic communication skills in which you felt you needed more training in high school:
   a. Grammar__ c. Spelling__ e. Speaking__ g. Writing a Term paper__
   b. Punctuation__ d. Reading__ f. Note taking__ h. Other(explain)
   _____

Listed below are the subject areas taught in your former high school. In answering question #6, refer to this list, but specify the individual course, where possible. Ex: Shorthand I instead of Business Education

ART/BUSINESS EDUCATION/ENGLISH/FOREIGN LANGUAGE/HOMEMAKING/MATHEMATICS/MUSIC/INDUSTRIAL ARTS/PHYSICAL EDUCATION/SCIENCE/SOCIAL STUDIES

6. As preparation for a present or future job, everyday living or self-enjoyment; are there any courses in high school,
   a. you should have taken but did not take?
   _____ _____ _____ _____
   b. that should have been offered but were not available?
   _____ _____ _____ _____
   c. you took that seem of little value to you now?
   _____ _____ _____ _____
   d. you took but did not feel prepared in?
   _____ _____ _____ _____

7. Thinking back to your high school days, try and recall how much help your school gave you in the following areas. Check ONLY those areas you consider to be of value for the high school student.

	Great Deal	Somewhat	Little or None
a. Career counseling	a _____	a _____	a _____
b. Job placement upon graduation	b _____	b _____	b _____
c. Guidance services	c _____	c _____	c _____
d. Joining school activities	d _____	d _____	d _____
e. Taking part in civic affairs	e _____	e _____	e _____
f. Handling business dealings	f _____	f _____	f _____
g. Social interaction	g _____	g _____	g _____
h. Other(Explain)_____	h _____	h _____	h _____

8. WE ARE INTERESTED IN WHAT YOU ARE DOING NOW. Please check your major status. (CHECK ONE ONLY) Then continue to the section indicated. (note: college includes any schooling beyond high school)

a. Completed college/working_____GO TO SECTION A -THEN SECTION B-#10
b. Completed college/not working_____GO TO SECTION A -THEN SECTION B-#11
c. Presently enrolled in college_____GO TO SECTION A
d. Working_____GO TO SECTION B
e. Unemployed, looking for work_____GO TO SECTION B
f. Other(Explain)_____GO TO QUESTION 12

SECTION A To be completed if you are ENROLLED IN OR COMPLETED COLLEGE

Name of college_____full time____part time____

Major or type of program_____No. years attended_____

9. Thinking back on your high school program and courses needed for college; List those courses in high school you felt,
   a. most prepared in_____
   b. least prepared in_____
   c. were lacking in the high school_____

PLEASE GO TO QUESTION 12

SECTION B To be completed if you are WORKING OR UNEMPLOYED LOOKING FOR WORK
Directions: Complete question 10, if working; question 11, unemployed

10. Name of employer_____Type of business_____
    Address of employer_____ full time____part time_____
    Your position/title_____Length of time with this employer____

PLEASE GO TO QUESTION 12

11. How long have you been unemployed? Less than a year__1 to 2 yrs.__Other____
    What type of job/jobs are you trained for?_____

PLEASE GO TO QUESTION 12

12. Directions: Please answer this two-part question on the back of this sheet; use additional paper, if necessary. THANKS FOR HELPING!

   a. Please comment on any observations, suggestions, changes related to your high school training that would be beneficial for future graduates.

   b. Looking back, what do you think you might have done differently in high school?

Note: PLEASE ANSWER THE ABOVE QUESTIONS AS HONESTLY AND CANDIDLY AS YOU CAN

PARENT SURVEY SAMPLE

WAPPINGERS CENTRAL SCHOOL DISTRICT

PARENT SURVEY CONFIDENTIAL

April 5, 1977

Dear Parent:

We are continually striving to improve our school program and it is important for us to know how you, as a parent and taxpayer, feel about the program.

Please take a few minutes of your time to complete the following questions, and return it in the enclosed envelope with the graduate's form. Feel free to add any comments which you believe will help us develop a stronger educational system. I shall look forward to your reply.

Sincerely yours,

Marie Finn
Researcher

1. Please check your response:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
a. My child was prepared to go to college or enter the job market upon graduation from high school.	___	___	___	___	___
b. I feel the district keeps parents well informed concerning happenings in the school.	___	___	___	___	___
c. High schools should require every student to take typing.	___	___	___	___	___
d. Schools should allow bright, average, and slow students to be taught in separate classes.	___	___	___	___	___
e. High schools should have a placement service available for senior students who wish to go to work instead of going on to college.	___	___	___	___	___
f. High schools should encourage all students to learn a skill that they can use in employment.	___	___	___	___	___
g. Schools should enforce rules of conduct more strictly.	___	___	___	___	___

OVER PLEASE!

2. Please rate any of the following with whom you have had contact:

	Good	Fair	Poor
a. Administration	( )	( )	( )
b. Teachers	( )	( )	( )
c. Guidance	( )	( )	( )
d. Other (please specify)	( )	( )	( )

3. How do you think the school curriculum needs to be changed to meet community and student needs of today? (Use extra paper if needed)

4. How can the school better serve the parent to help meet the needs of the student? (Use extra paper if needed)

EMPLOYER SURVEY SAMPLE

CONFIDENTIAL — Employer Survey

WAPPINGERS CENTRAL SCHOOL DISTRICT
FOLLOW-UP STUDY

Employee Name _____

Please supply information regarding the employee whose name is listed above (even if the person is no longer employed by you).

The Wappingers School District is conducting a survey of graduates in which they were asked to provide the names of their employers. The information we are requesting will be held in strict confidence, and you may choose to identify yourself or remain anonymous. Neither you, the employee nor the organization will be identified in the final report of this study. The results will be used in evaluating the educational program in the Wappingers District.

THIS IS YOUR OPPORTUNITY TO PROVIDE RELEVANT INPUT INTO EDUCATION BY EXERCISING YOUR VOICE OF OPINION AND BY MAKING SUGGESTIONS ABOUT PROGRAMS.

Please take a few moments to complete the items on this sheet. The completed form is to be returned in the pre-stamped envelope enclosed for your convenience in replying.

Marie Finn, Researcher
Wappingers Central School District

Please rate this employee in comparison to persons performing the same type of work for a similar period of time.

1. What is the amount of work performed by this person?

   _____Above average
   _____Average
   _____Below average
   _____Very low or insignificant

2. How much supervision does this person need to perform his job?

   _____Little or none
   _____About the average
   _____A great deal

3. What is the quality of this person's work?

   _____Consistently high
   _____Generally acceptable
   _____Not always acceptable

4. How much interest does this person take in his work?

   _____Great deal
   _____About the average
   _____Little or none

5. Did this person have the training necessary for this job when he was hired?

   ___Yes ___No ___Don't know

6. Generally, does this person appear to work well with others?

   ___Yes ___No ___Don't know

7. How can the school better provide for your needs as an employer? Please list any suggestions for improving the educational program in Wappingers.

   (Use back of sheet)

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THANKS FOR YOUR COOPERATION!